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ABSTRACT

This document summarizes the proceedings of a workshop dealing with the role of the community colleges in serving people with special needs--minorities, women, the physically handicapped, and the poor. It includes a topical speech by Dr. Reginald Wilson, president of Wayne County Community College, and another on support programs for special needs students, presented by Charles Gordon of Wayne State University. Panel participants' presentations on the following topics are summarized: (1) the basic components of programming and program design diversity for special needs students; (2) the identification of special needs students and the provision of remediation services; (3) the development of a tutorial staff; (4) the use of community resources; (5) approaches for personal and career counseling; (6) strategies for funding special services projects; (7) grant proposal writing; and (8) financial aid resources and packaging. Bibliographies, resource agency lists, and systems designs are included where appropriate. (RT)

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SPECIAL NEEDS CONFERENCE

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"providing educational opportunities for all people"

October 16 and 17, 1975 - Flint, Michigan

JC 770 503

SPECIAL NEEDS CONFERENCE:
"Providing Educational Opportunity For All People"

A PROGRAM DIGEST

Summarized Presentations and Reactions
*Addresses
*Panel
*Workshops

October 16 and 17, 1975
Flint, Michigan

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INTRODUCTION

In October, 125 key post-secondary personnel and members of the Vocational Technical Education Service of the State of Michigan met to explore programming options available to students who have "special needs."

Key objectives guided the conference:

- to acquaint post-secondary educational administrators with the concepts of Special Needs Programming;
- to enable post-secondary institutions to better serve all students by presenting a clear picture of how Special Needs Programs enhance ongoing services;
- to enable Special Needs staff to become better acquainted, to share and to develop further program designs;
- to increase the number of post-secondary institutions sponsoring such projects.

Capsuling and highlighting the Flint Conference, this summary might serve to stimulate further discussion of the issues among those who attended. To encourage that cooperative effort on an informal basis a list of conference participants has been included.

James W. Varty
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3/4/76

"SERVICE TO ALL STUDENTS -- THE ROLE OF THE COMMUNITY COLLEGE"

Keynote Address Highlights

The keynote focussed on four questions which President Wilson recommended to the Conference as catalysts for the Workshops:

1) What is the responsibility of community colleges with regard to "special needs"?
2) Who has "special needs"?
3) What is required to meet those needs?
4) What is the "payoff"?

The mission of the community college has been to provide educational opportunities for all people. An Open Door policy which services the otherwise unserviced has given community colleges a constituency which is older, more minority, and more female than four year colleges and universities. There is a high attrition rate, as the door which revolves students into community colleges also moves them out again. An added difficulty is the new state penalty for non-course completion (only 85% funding), resulting in the community college search for less risky students. The Wayne County Community College position would be to resist this movement of the tide. A problem with which community college people must cope is the "elitism" of four-year colleges and the inclination to imitate this approach. The appropriate model for the community college is the teaching institution rather than think-tank or research factory.

People with special needs experience the denial of opportunity. Who are they? Minority groups, women, the poor, the physically handicapped. Historically, institutional racism has excluded minorities. During the last decade there was the legislative impact of OEO and Affirmative Action. Is there retrogression now as HEW says it will not enforce guidelines as stringently with regard to blacks and females?

Meeting these needs requires an interlocking network of goods and services: tutorial and remedial, legal aid, and substance abuse counseling. Sometimes the basic requirement can be clothing. Satisfying primary needs rather than long-range goals often dictates a reordering of priorities. The solution is not just money but the innovative use of peer-tutors, para-professionals, all available resources.

If community colleges do their work well, the payoff is remarkable success. An example is the "Tactics Program" at WC_3. Noted was the fact that 89% of the nursing students passed the state board examination compared with the state-wide 75% average. Prior to payoff, however, are the paying of certain costs which include active recruitment techniques, critique of admissions criteria, ongoing commitment to provide services, systematic follow-through to insure a coordinated effort.

The job of providing service to all students can be successful and must be successful but requires risk-taking to meet social responsibility.

SUMMARIZED REACTION

Three community college presidents reacted to the Keynote Address: Charles Pappas, C.S. Mott Community College; Robert Roelofs, Macomb County Community College; Donald Carlyon, Delta College.

Representing the host city for the conference, Mr. Pappas commented on significant changes in the educational scene during recent years. He noted the growth and gathering maturity of the community college generating new respect from baccalaureate institutions so that in view of many present advantages "four year colleges want to become community colleges now."

Mr. Roelofs indicated that as a four year institution Macomb County Community College could not maintain the level of services it now offers. The contrasting objectives of the four year institution versus the two year community college confuse the legislature. Rather than simply providing a place for the children of the middle class, Mr. Roelofs underlined the main objective of the community college as offering alternatives for students who need help, encouragement to attain potential.

Mr. Carlyon expressed a "build in the positive" theme. In light of the tendency to criticize programs and recent enrollment trends, he emphasized the unique mission of the community college, keying programs not to institutional success criteria but to the eventual goal of the person--ten, fifteen years ahead. Exemplified in Delta's Family Resource Center and Right To Read Program, a basic requirement for Special Needs programs is helping people to raise their confidence level.

In basic agreement with the keynote presentation, the reactors illustrated a rich diversity of institutional and individual approaches to the role of the community college in providing service for all students.

PROGRAMMING FOR SPECIAL NEEDS

"Reflections On How Current Programs Enhance Quality Service Institutions Provide"

PANEL OVERVIEW

In keeping with this title panelists gave their general impressions of the impact of special needs programming upon their institution, detailing the specific area most significant for them.

The overall objective was to provide for the conference participants a general introduction to the basic components of special needs programming across the state as well as furnishing an overview of how a rich diversity of designs in programming responds to the specific need of individual groups both of handicapped and disadvantaged students.

INTRODUCTION/JIM VARTY

There are 18 funded special need projects across the state designed to serve disadvantaged and handicapped people. At additional institutions similar projects are in existence. Each of these programs is unique. It is my understanding that C.S. Mott has a project for the severely handicapped. I understand that Alpena's program serves Native Americans. Washtenaw is funded for an apprentice trades training program. Macomb provides intensive supportive service while Delta emphasizes outreach. Uniqueness is fitting since each project must respond to its own population as well as the environmental realities of the geographic area.

Our overall objective in this segment of the program is to provide you with a general introduction to components of special needs programming across the state. At the same time we hope to emphasize the scatter-effect that programs are having in terms of additional change, new populations being served, and programming techniques that have become a part of service available to all students.

We know that Delta and Monroe may be serving disparate populations. We believe, however, that both overview and exchange of information may contribute to more effective programming in each institution. To get this conversation started (and that is what we hope this afternoon session will do), we have asked administrators who are not directly involved day by day in currently funded projects to speak to what they consider to be key aspects of programs at their institution as well as to assess the general impact such programs have had on their campuses. After this presentation, we hope to break into 5 groups where each panelist will join a program staff member to serve as a resource team in answering specific questions about the special needs program at their particular institution.

PANEL

Participant/Dr. Jimmy Clark

One of the basic goals of Highland Park Community College is to establish and maintain a viable academic support system that will reinforce the career and academic objectives of our student population. Our academic support system is responsive to student needs and aspirations with a variety of programs and services. Present efforts are now being considered which will expand and enrich these programs for student growth and development. We continue to embrace the idea and philosophy that we can assist students in career and academic development so that they might find suitable employment or a satisfactory placement in a baccalaureate institution. Efforts will be made to reduce considerably the number of students who do not complete their career and academic objectives.

We view the Special Needs Program (called Career Advancement Program at Highland Park Community College) as extremely helpful in realizing the objectives of our total academic support system. Funding as well as program development from the Vocational-Technical Service of the Michigan Department of Education has made a difference in our program/service area. Seventy students received tutoring and counseling during the 1974-1975 academic year. Fifty-five of the students were able to meet the performance objectives in several Vocational-Technical programs. These seventy students were able to see a staff of counselors, tutors and technicians for the development of skills in Vocational-Technical programs. The staff in CAP was available during the school days and on a limited basis during evenings and weekends.

In the CAP student group, there are older students who were discouraged and somewhat humiliated when they were not progressing in their course work; there were young students who had not acquired a good academic high school background; there were students who had been away from school for a few years and were having a problem of re-entry in a college classroom and community; and there were students who had poor attendance records due to personal and family problems. All the students as well as other persons found the CAP Center a place for reassurance; a place for gaining basic skills; and a place for someone to listen, to assist in responding to their academic and social concerns.

One such student now has a job offer at Harper Hospital in the Detroit Medical Center beginning in December. This student came to the Center last fall and indicated that she was leaving college without having reached her goal of an Associate Degree in Respiratory Therapy. After counseling and referrals, she changed her original goal of a two-year program to a one-year Certified program in Respiratory Therapy. She remained in the CAP Center for the full year, receiving tutoring in Medical English, Medical Math and Respiratory Therapy. Her comment is "You'll never know how much help I have received from CAP." This statement can be repeated by others, who have been a part of action - a part of advancement and achievement!

Another student who is a tutor also qualifies as a disadvantaged student. He has excellent skills for tutoring. He is spending an extra semester at Highland Park Community College to participate in the tutoring program and to take additional courses in chemistry and mathematics. He will, no doubt, increase his competency in mathematics and the core health science before he enters Pharmacy at Wayne State University. These two students are mentioned only to illustrate the continuing role of CAP in advancing and supporting student development and growth--helping students to make it.

One other important activity in CAP is that of the development of study guides, modules, and tests for students in various vocational-technical programs. Tutors will have additional resources for helping students to develop skills and competencies. Students will also be able to utilize these resources in individual and group study.

Our present program comprising one hundred students and twenty-two tutors will further enhance and expand our academic support services during the current year. We would also like to see additional funding and the development of campus centers that will help not only a select group of seventy to one hundred students but a full program which will have an impact on our total student population, all who have crucial needs for skill development.

Our greatest need is to discover what our college can do to reduce "fear and failure"; or put another way, reduce the number of students who use the sometime, "convenient revolving door" when the going is tough. CAP can make the difference!

PANEL

Participant/Austin Hartshorn

The Career Development Program is in its sixth year at Macomb County Community College, Center Campus. During that time the number of program participants has increased from 75 to 350, while the disadvantaged and handicapped segment of the population has come to feel more at home at Center Campus.

We believe this to be a very successful program and attribute its success to four key factors among others. I would like to share these with you today.

1) This project has always operated with a minimum of bureaucratic red tape. It identifies individual student needs and responds to them with college, community, and program resources.

2) Close articulation and coordination of program effort with area social service agencies has resulted both in the ability to serve far more students and to provide more effective service. For example, the staff of the Department of Social Services actively recruit students, VRS counselors provide supportive counseling and placement for the handicapped, and the local manpower offices provide student stipends.

3) The staff of this program was recruited to serve this clientele. They possess the skills, desire, and ability to empathize with the disadvantaged and handicapped person. It is our belief that such careful staff recruitment is essential to program success.

4) It is essential that such a program enjoys the support of the college at large. Without support of instructors, counselors, and administrators a program will be ineffective. Clear communication of program goals and purposes throughout the life of a project will help to assure support.

Macomb certainly does not have all the answers to ensure educational opportunity for disadvantaged and handicapped persons. However, we do believe in our experience that close attention to these key issues is essential.

Participant/Thomas Kirkland

If I were a betting man--and I'm not--I think I would be willing to bet that 99% of the people in this room feel as if they are frustrated 99% of the time in trying to bring about some kind of positive change in their institution or in their program. To get something worthwhile changed in public education these days requires the wisdom of a supreme court justice, the determination of an astronaut, the guts of a battlefield general, and the energy of a channel swimmer. Once you've managed to combine all of that, your idea must face one or two deans, the president, the board of trustees, the faculty senate, four or five unions, and maybe even the legislature. If you survive all of that, your idea for a positive change will begin to benefit the student--the reason for our being.

But, if it's a major change you have proposed, you know and I know that after it's approved, it may take a year or more really to implement.

Is it any wonder so many of us become frustrated?

So how does all of this fit in with special needs programs? And especially with that part of the special needs program that involves the physically handicapped student?

I would like to suggest to you that, as a special needs advocate at your campus, you are in the enviable position of cutting down the time needed to effect positive change--if you know your politics.

I'm not talking about politics in the Watergate fashion. I'm talking about the pure and simple politics that you and I know exist in any organization, including your own colleges.

Politics is nothing more than dealing effectively with people and power bases. It can be a means to speed positive change, provided you do your homework.

Let me cite an example. About five years ago when I was on the staff of a large community college in the Los Angeles area we received a grant to pioneer a major program specifically for handicapped students. We didn't get the grant through politics. We got it for one simple reason: we were one of the few campuses in the metropolitan area which wasn't built on the side of a hill; our topography was as flat as much of Michigan and that's kind of unusual for California.

Handicapped persons could get around our campus comparatively easily because the ground was flat.

They had several major hurdles when we first began. Although most of our buildings were one-story, the Liberal Arts Building had two floors and no elevator. All the foreign language and some advanced English classes met on the second floor. This lack of an elevator had long been a bone of contention with many. Year after year at budget time the administration proposed to install an elevator. The Board of Trustees was not very receptive because the only other elevator on campus had cost about ten times more than the architect had estimated, so every year the elevator proposal in the Liberal Arts Building was lined out when the trustees adopted the budget.

Up until the time we received the grant, we had few physically handicapped persons on campus. But after the program was implemented, we had upwards of 300 handicapped students, none of whom could take foreign languages very easily. In the course of their program they formed a club for handicapped students. Their club president was in the student senate and won a heated election to be vice president of the student body. At the next budget hearing, that elevator was approved almost without discussion--because that club went en masse to the Board of Trustees meeting, never saying a single word other than clapping after their spokesman made a two-minute plea for that elevator. How many trustees are going to vote against an elevator when there is organized support from fifty handicapped students sitting in the audience?

At Henry Ford Community College, our handicapped students have not organized themselves the way they did in the California example I just cited. But there's no reason for them not to do so if they sincerely feel it is the only way to make their needs known.

Make their needs known . . . That's what you and I must do. And without intending to sound crass about it, cash in the political pluses you have inherent in your special needs programs. We are here to serve all students, but we are not going to serve those with special needs very well unless and until we tell our story and tell it again. We must tell it on campus. We must tell it in the community.

How do we tell it?

1) You must be absolutely convinced that what you are doing is worthwhile and is needed.

2) You must work within the established framework of your own institution, but that doesn't mean that you should fail to identify the power bases and keep powerful individuals well informed about your program.

3) You must earn the respect and cooperation of the faculty. To do that, you must get to know as many of them as possible and must demonstrate that you are here to help them--not to hinder them.

4) You must get your story to the community, including the Board of Trustees. If you don't know the public information director on your campus, you'd better. He or she is in an excellent position to help you.

5) Above all, you must use every professional means you can find to help the persons with individual special needs. If you fail in everything else you do, you still have a good chance of succeeding. You will have helped a small portion of humanity, and their word-of-mouth endorsement of what you did is the best advertising and the best endorsement you could ever hope to buy.

So what I am saying is this: Anyone who advocates positive change in education becomes frustrated. But those of you in special needs programs should be less frustrated than the rest of us. You are working with a group of people who radiate concern among the vast majority who don't need your services. Be human about it, for God's sake, but use that built-in concern as one of your means to bring about change for the better.

If you do, we'll all be better for it.

PANEL

Participant/Ellsworth Duguid

I would like to describe briefly the characteristics of Delta College as background to the subject of my comments on Project COPE (Career Opportunities Preparation and Education), and will then describe Project COPE and how this project fits into the total scope of the college. One facet of the total scope is to assist and serve all students.

Delta College is a public community college serving the three counties of Bay, Midland, and Saginaw, Michigan. The area served by the college has a population of approximately 401,000 persons: of these 63% are urban residents, while 37% are rural residents. Approximately 40% of working people are in manufacturing jobs, compared to a national average of 27%, an average of 35% for the Great Lakes Region, and an average of 38% for the 37-county Urban Detroit Area as defined by Doxiadis Associates. About 65% of these manufacturing jobs in the three counties are provided by General Motors, Dow Chemical Company, and Dow Corning, making the job picture somewhat more unstable than in areas where there is a more diversified job market. Delta is a comprehensive open-door college. Curricula are offered both in transfer programs leading eventually to a bachelor's degree, and in vocational programs designed to prepare students for immediate employment after completion of one-year or two-year programs. The COPE Project focuses on those students enrolled in vocational programs.

Project COPE consists of three interrelated program elements, each of which is also closely related to other college and community activities. Project COPE is student-centered, intended to provide each student with the supportive services required while enrolled in regular vocational curricula. Not all services which the students require can be provided through Project COPE: financial aid needed by the majority of COPE students is provided by the Delta College Office of Financial Aids, the Department of Vocational Rehabilitation, the Departments of Social Services in the three counties, scholarships and other donations by the Delta College Board of Trustees and community individuals and organizations. Delta College staff are aggressively promoting greater interagency coordination of student financial aids. The job placement function, critical to the long-range success of Project COPE students in meeting their objectives, is handled through cooperative relationships between the Career Preparation Specialist in Project COPE, the Placement Office of Delta College, MESC, VRS, Personnel Offices at Dow and General Motors installations. Project COPE could not succeed without the generous support it has received from campus and community agencies.

The three components of COPE are outreach (DEPTH: Developing Educational Potential Through Humanization), career preparation (CPI: Career Preparation Institue), and communications skills development (Communications Center). Delta College identifies types of special services provided within the total project. The DEPTH components include two para-professional admissions counselors in the outreach effort who use whatever means are appropriate to reach persons who would not ordinarily consider attempting post-secondary vocational education. Contact may be made in homes, on street corners, in neighborhood bars, in gymnasia, or by referrals through the many community agencies. On initial contact the person may indicate a feeling of being unready for the college experience, and the outreach counselor may put him in contact with the Opportunities Industrialization Center, the Dropout Retrieval Project at St. Joseph's in Saginaw, the GED preparation programs at Delta and the Delta St. Joseph's extension center, as appropriate to the individual. Once the individual and the counselor have determined that the individual is prepared for college enrollment, the outreach counselor stays with the individual through the admissions, registration, and counseling process, and makes sure that financial aids and housing are provided when necessary. Once the student is enrolled in classes, the outreach counselor maintains contact, and assists him in contacting the Career Preparation Institute and Communications Skills Center as well as other career, counseling, tutoring and skills development services he may need

I mentioned the St. Joseph Center a minute ago and would like to make a brief comment about it. This extension center located in the ghetto of Saginaw was developed for two or three reasons, one of which responded in part to a negative attitude that some Black and Chicano students had toward Delta College. They felt unwelcomed and unwanted. This attitude prevailed in the late sixties and early seventies. A second reason related to the transition from high school, courts, prisons, and home to the college campus. It was felt that learning could occur in a setting which was less threatening to many students. A third reason was to lessen transportation problems.

The center has operated from a base of utilizing a realistic approach to education. It not only addresses the academic needs but also social, cultural, personal and community needs. Many of the students enrolled in the center are a part of Project COPE.

I would like to speak briefly about the other components, CPI and the Communication Center. Although the Special Services Office, the accounting lab, the English lab and other areas were not developed by Project COPE funds, they have been components necessary to make the project successful. Funded by COPE monies was the initial Career Information Center, one facet of the Career Preparation Institute now supplemented by College funds, and a tutoring program for vocational students enrolled in the project. Success in the tutoring facet of the project led to additional dollars budgeted by the College for an expanded program. Also funded by COPE is the dedicated staff which has made the project successful. You might ask, "How is success measured?" My response would be in part by data review and in part by observation.

The DEPTH staff worked with 117 students in 1973-1974 with an 8.5% attrition rate (attrition = drop-out or stop-out) and in 1974-1975 worked with 227 students with an attrition rate of 6.6%. We all know that the drop-out or stop-out rate is much higher than that, sometimes as high as 35% - 40% from year to year. I asked a staff member why the low drop-out rate, and she replied that it is because of the interest in each individual and the trust which is built up early in the program.

An observation of success has to do with attitude changes that can be seen in the students. Many are turned on by education and by the interest taken in them by the faculty and staff. The second part of the COPE Project is the Career Preparation Institute. If the student feels in need of assistance in defining career goals and the process he must follow to attain them, he will contact the Career Preparation Institute. The Career Preparation Specialist also screens the files of all incoming students (200 students are involved) and seeks out those whose records indicate that they may need this service. The Career Preparation Specialist provides career counseling and coordinates presentations by area employers, tutoring for individual students, tours of area employer sites, and the Career Information Center where paper and audiovisual materials on career are provided to students. In this effort the Career Preparation Specialist works closely with the College Placement Office, the College Services Office, community agencies and employers.

The Communication Center is intended to provide the student with the reading, writing, speaking and listening skills needed to succeed both in college curriculum and career. All too frequently it is lack of these skills rather than lack of ability which prevents students from achieving success. This component when it is fully implemented will rely heavily both on college faculty and community agencies which may be better equipped than college personnel to deal with serious physical or mental barriers to the achievement of communications skills.

Project COPE has proven to be one of the programs we at Delta College can be proud of, and our sincere thanks goes to Robert Kennon and others in Lansing who have given us continued support.

PANEL

Participant/Dr. William Schaar

Summarized Remarks

Mr. Schaar mentioned that Lansing Community College has five years experience with the Special Needs project, and he offered his perceptions of its impact to date on campus. On one hand, it has been a way to centralize some pre-existing services, to provide connecting links. On the other hand, the project has introduced a variety of new and different services including a tutorial program, community, and home follow-up.

Establishing an Advisory Committee was a useful evaluative tool, helping to assess effort and chart future direction. Community-oriented by design, the project compelled closer working relationships with other community groups e.g. OEO, United Migrants. Significantly, the project has had impact on Affirmative Action hiring processes.

In terms of the student personnel services perspective, there has been a moving away from the "dead student pathology" to a more anticipatory preventive counseling. Additionally, there has been increasing impetus to the idea of differentiated staffing, developing a rich mix of varied backgrounds, using people at their particular level of strength/energy with their own special skills of relating. At the student level this has changed a touchy into a productive situation at Lansing Community College.

Mr. Schaar mentioned the use of technology to monitor academic success and the development of management information systems e.g. in the financial aid area. A "Career Integrity" mode would represent a further development of services for the college. This would offer for credit courses in Career Exploration, Job Seeking, and Job Placement.

DINNER ADDRESS

Charles Gordon

Mr. Gordon was invited to discuss the rationale and strategy for the incorporation of Special Services into the ongoing educational mission of the institution in light of his own experience, to comment on what he views as the future direction such projects should take. What follows is the text of his address to the conference, together with a summarized statement of recommendations for Special Needs Programs.

SPECIAL SUPPORT PROGRAMS AT THE CROSSROADS: ISSUES AND IMPLICATIONS FOR INCORPORATION

INTRODUCTION

American Higher Education is an extraordinary enterprise which includes ten million students and more than half a million teachers and administrators at nearly 3,500 colleges and universities. Reportedly, this effort is unmatched by any other country in the quality of its research and teaching, in the size of its enrollment, in the proportion of the nation's youth which it serves, and in the diversity of its institutions and offerings. Yet, in spite of these major and impressive accomplishments, equal access to educational opportunity for students in general, and educationally-economically disadvantaged/physically handicapped students in particular, remains more of a myth than a reality. In like manner, innovations in support programs for the recruitment and retention of minority students continues to be the unfinished experiment in post-secondary education. Moreover, now that the universal concern and commitment of the sixties to the concept of equal access and innovation in higher education appears to have fallen from the top of the nation's domestic agenda and institutional priority, the concept of equal access has been and may very well continue to be a promise without performance. This is especially true, when some $50 billion is spent on space exploration to the moon, and the largest city in the United States cannot get an additional $5 million for educational and social programs. The problem becomes ever more profound now that it appears, to quote William D. Schaefer, Executive Secretary of the Modern Language Association, from a recent front page article in the Chronicle of Higher Education, "On a national level we have failed to meet the challenge of illiteracy among college-level students."

The Panel on Financing Educationally-Economically Disadvantaged/Physically Handicapped Students in Higher Education defined equal opportunity for higher education as (1) equity in the rates and patterns of enrollment and (2) equity in the distribution among types of institutions. I define equal opportunity for higher education as the same range of choices among higher education institutions for disadvantaged students as for higher income and majority students.

Certainly two-year and vocational institutions play a crucial role in higher education, but they should not be the principle point of entry for educationally-economically disadvantaged/physically handicapped students who would be better served by collegiate options. All students require educational experiences appropriate to their needs and ability. I say this mainly because access to higher economic and social positions is influenced by the kind of institution one attends.

Academic institutions have expressed repeated concern and commitment to providing post-secondary education to the educationally-economically disadvantaged/ physically handicapped youth. Yet, the teaching faculty represent the biggest resistors to needed change in education. Although somewhat understandable, this attitude is especially disturbing in light of a recent series of articles in the Chronicle of Higher Education addressing academic deficiencies of all students. Similar research by major text book companies indicates they frequently modify their college content curriculum from twelfth grade to junior high school reading levels. Recent observations by Dr. Richard Lyman, President of Stanford University, in his keynote address at the National Conference of the American Council on Education, cited the vital need for a major review of traditional learning strategies and teaching methodologies to correspond more realistically to the background of the new student clientele. For so many teaching faculty to continue as the biggest resistors to change in light of these findings and other major related research is a sickness. I believe, however, that some of the physicians and the remedies of the ailments lie with TRIO personnel and programs-Upward Bound, Talent Search and Special Service. These programs represent a strong, united, concerted effort to productively perpetuate the concept of equal access of educational opportunity through positive and proficient innovations. They also represent a sincere and urgent concern for proven ideas and progressive information to assist students generally, and especially the identification, recruitment and retention of educationally-economically disadvantaged/ physically handicapped students.

TRIO Programs (Upward Bound, Talent Search and Special Services) have come to mean, over the past six years, different things to different people. To low-income Appalachian white students of Pippa Passes, Kentucky, they have provided a very practical way to become acquainted with a part of the world of work on the other side of the mountain. To Spanish surname and Native American students, TRIO has substantially reinforced the necessity for educational opportunity and commitment to one's ethnic origin. To the thousands of black students who have been program participants, especially those who live in the deep South and/or urban centers of Detroit, Chicago, Los Angeles or New York, they have been short but very vital steps on the long journey of making the dream of equal access to educational opportunity a reality.

To public schools and sponsoring institutions, the programs have focused direct attention on the need for a detailed and indepth re-examination of local/state educational priorities for all students in general, and the national delivery system of educational and financial services to the emerging new student in particular.

Undoubtedly, Dr. Leonard H.O. Spearman, National Director, Division of Student Assistance, is quite accurate in saying; "I am convinced that the American people must come to regard the establishment of programs for young people from low-income backgrounds and social isolation as one of the most important developments in the history of American education. No single issue has so fully challenged

the imagination, skills, and efforts of scholars and layman alike, as the search for bold and innovative ways of motivating and teaching that segment of the population, who by the accident of circumstance, have not been able to fully share or participate in the richness of America."

Mr. Clark Chipman, Senior Program Officer for Region V, further speculates that "TRIO Programs as authorized under the Higher Education Act of 1965, are the instruments through which the research, studies, and experiences of educators and community leaders reach youngsters for whom the future otherwise has little hope and society little meaning."

By way of review, Title IV-A of the Higher Education Act of 1965 created three programs united by the common goal of helping educationally-economically disadvantaged/physically handicapped students obtain a post-secondary education. The three, commonly called TRIO Programs are Educational Talent Search, Upward Bound, and Special Services in Colleges. The educational amendments of 1972 (P.L. 92-318) extended and amended the three programs and created a new post-secondary concept-Educational Opportunity Centers.

UPWARD BOUND PROGRAM, Program Purpose and Operation:

Beginning with seventeen pilot programs in 1965 and a national budget of three million dollars, Upward Bound is defined as a pre-college preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low-income backgrounds and inadequate secondary school preparation.

From 1965, and seventeen programs with funding of three million dollars that assisted 3,261 students at an average cost of $989, Upward Bound expanded in 1966 to 300 national programs including Puerto Rico, Virgin Islands and Guam. Total funding increased from 3 to 25 million dollars, assisting 20,333 students for an average federal cost per student of $1,225. From 1965 to 1971, the average national funding for Upward Bound has been 24 million dollars. That has aided an average of 25,000 students for an average per student cost of $1,200. National funding for 1975-76 was increased from 30 to 38.33 million dollars.

Detailed research is presently being conducted by the Division of Student Assistance, USOE, Washington, relative to student retention and general progress and is thus unavailable. But follow-up data of the 1970 academic year indicate that of the 27,346 tenth, eleventh and twelfth grade program participants, 8,463 students completed high school and 5,645 enrolled in college with 79.4% planning some form of post-secondary education.

TALENT SEARCH, Program Purpose and Operation:

Forty-two Talent Search programs were funded in 1966 with national funding of 2 million dollars that aided 50,000 students. Program objectives were threefold:

1. To identify qualified youth who demonstrate financial or cultural need and who indicate exceptional potential for post-secondary educational training.

2. To publicize existing forms of student financial aid.

3. To encourage secondary school or college dropouts of demonstrated aptitude to re-enter educational programs.

In 1972, a federal allocation of 5 million dollars aided 125,000 students in 104 programs at an average per student cost of forty dollars. The 1973-74 funding increased the Talent Search allocation from 5 to 6 million dollars.

SPECIAL SERVICE, Program Purpose and Operation:

The first year for Special Services was 1970. One hundred twenty-one programs were funded in 1972 to aid 30,000 students. In 1972 with a 15 million dollar allocation, 48,700 students received aid in 208 national programs. The 1975-76 allocation is 23 million dollars.

By definition, Special Services is designed to help more part-time and full-time disadvantaged and physically handicapped students to enter, remain in, and complete an undergraduate, graduate or vocational/technical program. In addition, Special Services is an innovative, comprehensive concept that demonstrates practical concern for the quality of each student's educational experience through needs assessment and evaluation in light of the student's total environment for learning and development on and off campus. Counseling, tutoring, advising, innovative curricula, special personnel, summer sessions, and coordination of community services are therefore essential components for institutions indicating they have used and will continue to use their faculty and administrative expertise to work with educationally-economically disadvantaged/physically handicapped students in planning, implementation, and evaluation of student-centered, action-oriented programs. Specifically, Special Support Service is simply a meaningful educational experience; it is good teaching!

Although the Special Service component of TRIO Programs was not the forerunner in the history and development of innovative support service program designs, TRIO has been more responsible for the recruitment and retention of more educationally-economically disadvantaged/physically handicapped students than any other single national effort in the last 10 years. TRIO research, needs assessment and evaluation, especially in Regions III, V, VI, and VIII. Over the past four years there has been identification of essential characteristics of innovative support service programs.

Successful Program Characteristics

1. A well-organized plan with specific goals and objectives that also includes the method of research, program evaluation and staff development prior to student recruitment and program implementation

2. Institutional commitment to the program, especially from members of the teaching faculty and executive administration.

3. Student and faculty participation in program planning.

4. The establishment of feasible screening and student selection criteria.

5. Needs assessment inventories and skill development classes, preferably complemented by the institution's academic support center.

6. The development of adequate financial aid support and financial management training.

7. Student and parent orientation.

8. Competent and concerned counseling that includes career guidance and job placement information.

9. The viability of the academic strategies and materials employed.

10. Reasonable attitudes about the issue of standards.

11. Realistic and constructive academic advising.

12. Self-help on the part of each student because it appears that the best help comes from within.

13. Extra-curricular activities and housing.

14. Political linkage at the local, state and national level.

RECOMMENDATIONS FOR THE
MICHIGAN SPECIAL NEEDS PROGRAM
AGENDA FOR ACTION 1975-76

1. Team Approach

Special Service Programs for the educationally-economically disadvantaged/ physically handicapped students in Michigan are indeed a family affair. This being true we must maintain what has been accomplished over the past five years of "special needs" program implementation and improve on it. Consistency in communication has been and will continue to be extremely important because the open exchange of proven and productive ideas and information necessary if the dream for equal access of educational opportunity is to become a reality. Moreover, open communication must be complemented with an open mind and an open heart. This being true, the obstacles of individual ego trips and personality conflicts that too often emerge, especially in a period of financial retrenchment, will become like grains of sand in confrontation with the Chicago March wind! We have not and we must never allow small talk or small people to disturb, disrupt, or destroy the job that remains to be done on each respective campus, in each respective state, if Special Service programs can realistically help students help themselves realize a chance for a choice and a voice in pursuing the goal of post-secondary education. United we stand and divided we fall because the best of us are only as good as the rest of us.

2. Local Program Management

Accountability is key for Special Service programs. Comprehensive data collection, analysis and evaluation is essential and must be a priority, especially for 1975-76. Academic support personnel must monitor individual and collective student progress and development.

This does not mean, in my humble opinion, that Special Service directors must be on the defensive when explaining program progress or problems. It does appear, however, that documentation will be viewed more positively both by campus administrators and state and national staffs than emotional expertise. More specifically, we must move past the point of "our students are doing as good as or better than." The common objectives should therefore comply with the Michigan State Department of Vocational-Technical Educational Service and the Advisory Council request.

3. The Region V Trio Journal

The successful development of a Region V Trio Journal is certainly one of the greatest contributions of the Michigan Council of Educational Opportunity Programs over the past 22 months. The subscription rate is $6.00 per year. It is an excellent publication, and you are encouraged to write or call (517) 355-4738 for your subscription today. Special Service directors, those persons who are intimately

involved with the day to day implementation of programs, have not put pen to paper to call attention to their educational management system. Research is essential, but even more importantly, it must be shared with the academic community in a very polished and professional manner.

4. State Training Facilitator

As a follow-up to suggestions from the First Annual Special Needs Symposium, State Training Facilitators should be selected in an effort to provide further consistency of communication and productive program implementation.

5. The Michigan Council of Educational Opportunity Program Personnel

Considerable thought should be devoted during the coming months to membership in MCEOP. The present structure of our State Association would simply be expanded so as to include a broader representation of Special Service personnel.

The MCEOP structure implies a general concern for expanding our efforts to include a dues paying, card carrying constituency with a broader representation of committed and competent personalities designed somewhat in the manner of the Mid-West Association of Student Financial Aid Administrators. This suggestion is being made with the hope of giving permanency and consistency of credibility to what has already become a very vital regional organization.

6. Political Strategy

Education, dollars and politics are perhaps the key to all of our efforts in the name of equal access.. it is suggested that greater concentration be placed on developing political relationships with local and state officials. Because of restraints on travel budgets it is not always possible to commute to Washington, D.C. to see a Senator or a Congressman. It is important to remember, however, that national officials do come home. Also, it's usually more convenient for them to devote "talk time" to your concerns and mine when they are in the immediate area of their particular district. Further, if social programs are to be included in the state revenue sharing models it means that we must be involved with the planning and development of state priorities for revenue sharing expenditures and the state plan for career education.

7. Special Service and Student Financial Aid Administrators

Financial Aid legislation, present and pending, is extremely significant to the success of educationally-economically disadvantaged/physically handicapped program participants. In like manner, students who have experienced personalized counseling and campus exposure through Special Needs Programs are ideal candidates for financial aid awards. They are by design considerably more sophisticated and aware of the tools to survive on a college campus.

WORKSHOP OVERVIEW

There was an air of informality and sharing as presenters expressed their views briefly on specific issues relating to special needs programming. In turn, program participants were invited to build upon this community of ideas in an open forum for the remainder of each session. The articles that follow reflect either the formal presentations or summarize their main themes and thrusts.

WORKSHOP/POST-SECONDARY SPECIAL NEEDS GUIDELINES

Workshop leaders were Mr. Larry Barber, Ms. Judy Drolshagen, and Dr. John Shanahan

Mr. Barber provided an overview of the guidelines, spelling out the "disadvantaged" criteria for legal purposes. Confirming evidence includes "drop out" status, GPA (1.7 or lower), spotty attendance pattern, poor social adjustment. He emphasized the necessity of coordinating the support system of a special needs program with the other support systems in the college. Crucial in this process is the identification of students through Vocational Rehabilitation Services, the accessing/utilizing of the range of services VRS has for students. Mr. Barber touched on the "severely handicapped" model in use at Mott, Kalamazoo, and Wayne County Community Colleges.

Ms. Drolshagen developed the Mott model, now two months into operation. She is counselor, liaison to services, and does staff in-service orientation. Sources identifying eligible students are VRS and Service to the Blind. Providing remediation services prior to college entry, the thrust of the model is from initial referral to job placement.

Mr. Shanahan outlined two perspectives for viewing the existing special need models and guidelines. First, there is need to upgrade the level of job entry for the handicapped from maintenance and food service slotting to professional careers. Second, there is need for a faculty reorientation toward the handicapped from a negative to a positive attitude.

WORKSHOP/TUTORING: THE KEY TO STUDENT RETENTION

Workshop leaders were Dr. Thomas Deschaine and Jeanetta Floyd,

Grand Rapids Junior College and Highland Park Community College share the philosophy that a good tutorial staff is a vital key to student retention.

A good tutorial staff should include these components:

Identification, Selection, Orientation, In-service utilization, and Evaluation.

IDENTIFICATION

The best source for identifying prospective tutors is the faculty. Invariably, college instructors will recommend their outstanding students. Another source is current student tutors if the program has been operational for one full semester.

Many students will apply through self-referrals. Use this method as a last resort.

SELECTION

After identifying the students, selecting the right people for special needs programs is the next step. This is a crucial area in the staff development process. Too many wrong personnel decisions can ruin an excellent tutorial program. The tutors should have a 2.5 grade point average, sensitivity, patience, and integrity. Some work experience (including volunteer) is preferred but not essential.

Tutors with multi-skills are highly versatile and can stretch budgets. A typing tutor with good math skills can be used for both subjects.

ORIENTATION

Now the tutors are ready for a broad overview of the program. What are the goals and objectives? What are their duties and responsibilities? This orientation should be held prior to assigning the tutors to students.

IN-SERVICE

Once the tutors are working, periodic staff meetings and structured workshops are necessary to develop a viable staff. Keep the lines of communication open at all times between you and your staff.

UTILIZATION

The more effectively tutors are utilized, the more responsibility they will assume. Tutors can assist instructors, special needs students, and in turn, they reap personal benefits.

The following are some of the roles of student tutors in special needs programming:

1. Liaison between staff and faculty.
2. Help identify student weaknesses, suggest remedies.
3. Discuss student progress periodically with instructor(s).
4. Cooperatively develop materials for the students.

EVALUATION

The final component is evaluation, the main element in all successful programs. Did you accomplish what you hoped?

Rather than an annual evaluation, schedule progress reports every two or three months with your staff. Without staff input the final evaluation of the program will be meaningless.

WORKSHOP/UTILIZATION OF COMMUNITY RESOURCES

Willie Thompson

In order to have an effective Special Services program, the two important ingredients are commitment and power.

Institutions must be both committed and sensitive to the needs of special students. Special students are those non-traditional, non-conventional segments of our society, who are seeking participation in the American Opportunity. Logically, these students could be listed as follows:

A. Blacks
B. Chicanos
C. International Students
D. Senior Citizens
E. Rural Whites
F. Veterans

Power is the moving force behind the implementation of any program. A Special Services Program must have the power to design, innovate, and activate programs, policy, and decisions that have been formulated to derive desired results for special students.

This power must be understood fully by all segments of the institution. Realistically, the Special Services Division or whatever name is determined) must be, in all respects, a division of the institution. Our task becomes making the institution a rewarding experience for these students. Hopefully, we can educate in ways similar to Kwame Nkrumah's definition of education:

> "Education consists not only in the sum of what a man knows, or the skill with which he can put this to his own advantage. In my view, a man's education must also be measured in the terms of the soundness of his judgment of people and things, and his powers to understand and appreciate the needs of his fellowmen, and to be of service to them. The educated man should be so sensitive to the conditions around him that he makes it his chief endeavor to improve those conditions for the good of all."

Delta College Special Services Division has found useful a wide range of community contacts and involvements.

I. Recruitment

A. Utilizing students on a door-to-door basis
B. General Motors Plants and Michigan Employment Security Commission
C. Fairs and Festivals
D. Radio, T.V., and mailers
E. Banks, shopping centers, public markets
F. Contact high school graduates personally
G. Job Agencies

II. An Urban Center - Saginaw St. Joseph

A. Careful screening of faculty
B. Volunteer help - Police, social workers, retired school teachers, church people, lawyers, photographers, personnel from local television stations, and artists
C. G.E.D. preparation
D. Drop-out retrieval program
E. Adult Education

III. Community Contacts

A. Political involvement of staff members
B. Utilization of college relations office and Delta Channel 19
C. Participation in Black History month and Chicano Awareness activities
D. Student volunteer program
E. Family Living Resource Center

IV. Support Services

A. Communications lab
B. Math lab
C. Tutorial services
D. Peer counseling

WORKSHOP/UTILIZATION OF COMMUNITY RESOURCES

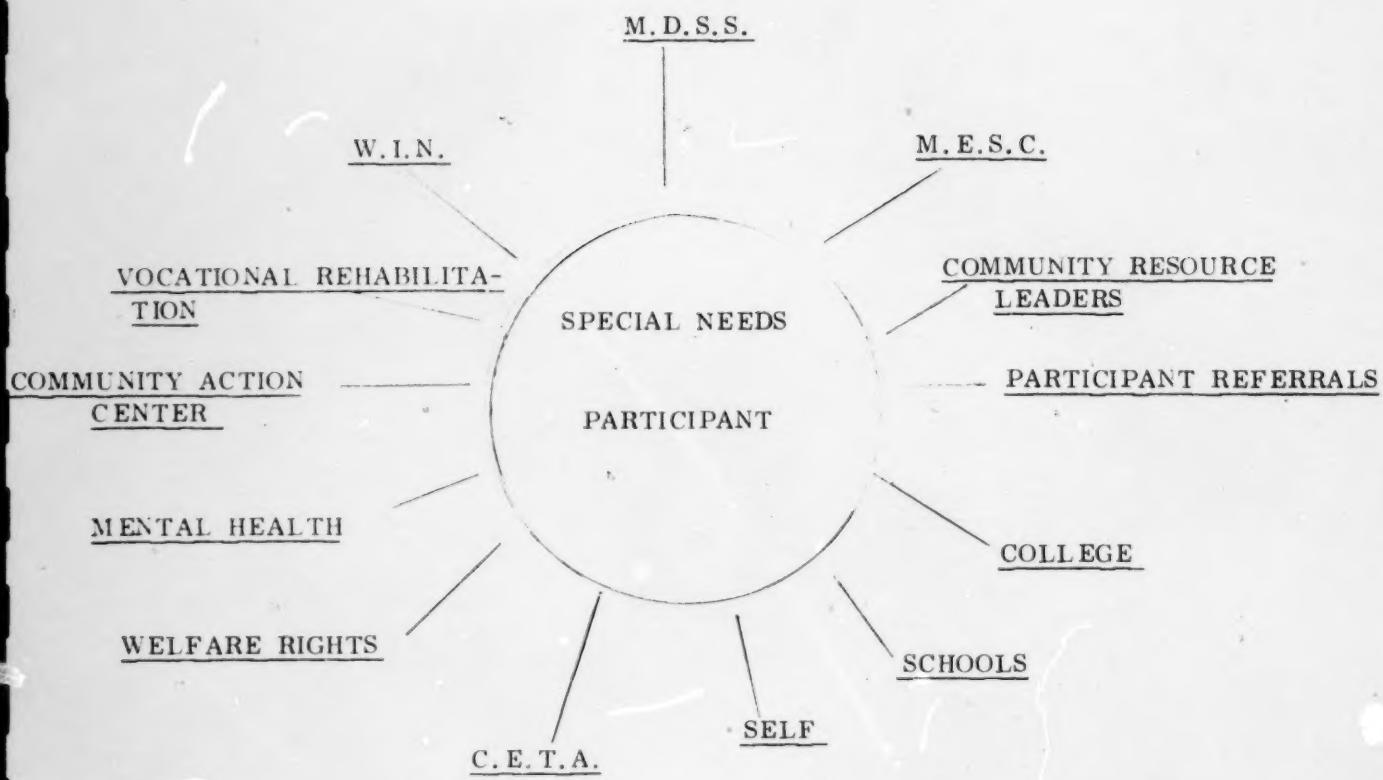
David Feighan

Introduction

The successful use of Community resources can spell the difference between success and failure for a special needs student. Community resources are two way streets that both must be used and adapted to the individual needs of each participant. Each program staff person must be totally knowledgeable regarding effective usage of community resources.

The very fact that most of the participants in Special Needs Programs are referrals from community-based agencies and institutions makes it imperative that we work very closely together. The following outline is only a guide, suggesting ways all of us might more successfully utilize the total range of Community services to the definite advantage of the Special Needs participant.

I. How to use Community Resources:



All these above mentioned resources can be used in two very important ways:

1) A source of referrals to the Special Needs Program in your college or area.

2) A source of supportive service to those participants already in the program.

II. Utilizing Community Contacts by having students already participating in the program use services they offer. Many contacts offer valuable support services which benefit students with Special Needs.

A. Examples include:

1. Michigan Department of Social Service (M.D.S.S.)

   a. Helps participants become aware of what is available to all individuals regardless of income.

   b. Helps participants cut through red tape often involved in determining status of clients in relationship to benefits available.

2. Manpower Programs (C.E.T.A.)

   a. Offers class programs for those students who seek alternatives to college programs.

   b. Offers less-than-class size training support to those participants who have exhausted other means of financial help.

3. Vocational Rehabilitation (V.R.S.)

   a. Offers diagnostic testing and support service prior to referral to program.

   b. Provides financial support to clients benefitting from college programs.

   c. Gives additional counseling support through case-worker relationship to client involved.

4. Work Incentive Program (W.I.N.)

   a. Provides supportive training monies and allowances to participants involved.

   b. Offers case-worker relationship to support participants in their career goals.

5. Michigan Employment Security Commission (M.E.S.C.)

   a. Provides clients with placements and opportunities available in local areas.

   b. Source of unemployment benefits where situation warrantted.

6. Community Mental Health Centers

   Some special needs students are under emotional pressures from their personal life which might influence how well they do in school. Mental Health Centers can help them work through their difficulties.

7. Welfare Rights Organizations

Provides information for students who receive assistance on A.D.C. rules and regulations.

8. College

a. Offers a variety of supportive services available to all students.
   1) Financial Aid
   2) Day Care Centers
   3) Learning Resources
   4) Additional Counseling
   5) Special Events

9. Schools (Secondary School Districts)

a. Provides back-up supportive help through counseling staffs involved.

b. Course preparation prior to entrance in college program desired.

10. Community Action Centers (Formerly OEO Offices)

a. Transportation services are available in some areas to assist participants.

b. Food centers and clothing needs where available.

c. Variety of supportive services.

11. Miscellaneous

Students support one another from group experiences and shared counseling sessions. Group identity provides further support.

III. Conclusion

Using community resources effectively is a real key to the success of any truly meaningful Special Needs Program. To know where to go and how to get the service needed is essential for many to survive in this type of program. There is no one sure way to deal with each individual. Flexibility and coordination of all available resources is a must for any truly successful program.

WORKSHOP/COUNSELING APPROACHES TO THE SPECIAL NEEDS STUDENT

Woodrow Wilson, Jr.

A student with special needs will generally face a series of challenges in order to reach success. These challenges include:

1. Need
2. Fear of failure
3. Inclination to quit
4. Society's obstacles
5. Personal shortcomings
6. Belief that success is possible
7. A sense of success
8. Willingness to accept further support
9. Responsible action

The need starts when a student has a desire to reach a goal. Special Needs students experience greater obstacles in goal-reaching than the more traditional student. Such a student wants to attain a goal, but a force or series of forces seems to block the best efforts.

One of the blockages is fear of failure. A natural reaction for any one starting something new, it is intensified for a student who has come to see failure as the normal pattern. Is there any realistic chance to reach the goal?

The fear of failure breeds the inclination to quit. When a student meets a crisis situation and receives some negative feedback, it is easy to think of quitting. The job for the student at this point is to find out that the tough get going when the going gets tough.

Even when the student decides to stick it out, it is still necessary to face society's obstacles. Though these pitfalls are outside the student, they can cause problems. The student must be able to go through, around, and over these problems.

Society's obstacles are usually followed by personal shortcomings. "I can't get to class because I don't have a ride." The student knows that busses are running, that some initiative is required to catch one. If no busses are running, and the transportation system has collapsed this is society's obstacle, but, in fact, they do run. The student must adjust to personal shortcomings which prevent taking responsibility, finding alternatives.

Once the student has brought this under control, there can be a breakthrough to a belief that success is possible. This is when the student can begin to see a glimmer of brightness peek through the clouds, imagine what it will feel like to reach the goal.

Now at last the student has a firm grasp of this situation and begins to experience some sense of success. This is a positive feedback in the form of grades and strong confidence in personal ability to handle the situation. Now the student really begins to feel that it is possible to reach the goal.

By taking the series of challenges to success in short-step sequence, the student will now be willing to accept further counseling in trying to reach the goal.

The final step will be responsible action. Knowing what the resources are, where to find them, how to use them, the student can complete a personal plan of action that will reach the mark. With improved performance, the student becomes more self-reliant in meeting needs.

COUNSELING APPROACHES TO THE SPECIAL NEEDS STUDENT
CAREER DEVELOPMENT PROGRAM

Jim Varty

Very often as counselors we are action-oriented and fail, interestingly enough, to reflect on our approach to students. When we do design a system of services, we fail to examine carefully the population to be served. As a result, our system of service at times fails to meet actual student needs.

With that in mind, I would like to make three points.

1. We must know the students we serve.
2. As a staff we must determine the realistic goals students seek. To facilitate their accomplishment we should design a comprehensive support system. In this way we will be able to provide broad support for the individual student and to serve as many students as possible.
3. Still, we must never forget we are dealing with tremendously worthwhile real people.

It is not easy to generalize about the people we serve. Contrasts are striking. Some are academically, others socio-economically disadvantaged. They possess a range of handicaps. They are of every race and of every age. Each one is an individual; and all above all, it is this uniqueness we must keep in mind when designing service systems.

Yet there are some similarities. Often, disadvantages and handicaps are multiple. For example, a handicapped person is often socio-economically and academically disadvantaged. An individual in such a situation has very limited options and finds life often an intense struggle for mere survival. The tension produced in this struggle takes its emotional toll, prevents an individual from thinking realistically about the future, much less feeling any control over his destiny, even his life. In reality, I believe a disadvantaged individual differs from his peer not so much in the quality as in the quantity of his problems. If this is true, only a comprehensive array of services designed to speak to all problems can provide sufficient support to enable the individual to experience success.

Almost of necessity, the truly disadvantaged person has a poor self-image. It becomes our responsibility to enable him both to set and accomplish some worthwhile goals, enabling that individual to take control of his life. Only actual success-experiences will provide the evidence that he is in fact worthwhile and will become in turn the motivating source for further progress. It will cause that individual to overcome some disadvantages and better cope with those he cannot overcome.

For several reasons, systematic and coordinated programming is the key to making this possible. People used to the "catch 22" inconsistencies that plague current social legislation are not ready believers in a new "self-help" program. They have been victimized too often before. To convince them to take another chance takes a consistent and systematic program that is what it claims to be. Such a student requires coordinated support on a variety of levels. Three weeks into the semester, money for transportation is of little value even to the highly-motivated student. And at that point tutoring is useless.

Secondly, (and much more could be said) we are asking a person to explore opportunities, define goals, and accomplish objectives - to begin to deal consistently and systematically with his environment rather than letting that environment control him. Only a similar consistency in programming across a staff and across time will enable a student to feel at home with and to develop such behavior.

It is time to be more precise. The closer one comes to action plans, the more tailored the planning must be to the specified individual. What follows are a few suggestions that we as a staff have formulated, found worthwhile, and attempt to implement.

- Students must be acquainted systematically with all resources available to them; their own, those of the institution, and of the community.

- Students must be gradually introduced to the practice of goalsetting and encouraged to make decisions, to take responsibility for those decisions, and (this is the key) to take pride in their accomplishments.

- Students must become independent gradually within the institution and at ease in using all resources. Certainly, they should become less dependent on the special needs unit. Only felt independence in this setting (and not mere academic success) will enable them to efficiently cope with the life situations they face.

All of this, by the way, is a very gradual process and it demands one absolutely essential ingredient. Participants and staff (beginning with the receptionist and ending with the Director) should be willing to risk a lot. All concerned have to accept one another as genuine, worthwhile people. Caring enough about each other to work together will enable participants to believe in themselves once again. Without such concern any systematic delivery of services is empty and ineffectual because in reality what has to be systematically communicated is that "people care."

Much more could be said. To summarize, reflect frequently on the service you provide. Continually come to know who it is you service. Develop a systematic and consistent support service that will enable individuals to become gradually independent. Continually integrate the technical expertise you gain as a professional on such topics as career education, placement opportunities, and interpersonal processes. Finally, in the process of programming never forget you are dealing with human begins, really neat people, and do handle them with care.

WORKSHOP/GRANTSMANSHIP: STRATEGIES FOR THE FUNDING OF SPECIAL SERVICES PROJECTS

Leslie Myles

The strategy which is suggested in this paper is simply straightforward common sense. Although a great aura of mystery typically surrounds grantsmanship, the underlying idea is really very simple. The process involves the following steps:

1. clearly identify exactly what it is you want to do;
2. find out who is interested in helping people to do that;
3. contact them and answer any questions they may have about what you want to do; and
4. if you are funded, follow through with effective implementation and evaluation.

Identify What You Want To Do

Proposal writing involves no more than clearly answering the logical questions which would probably arise in your mind if someone asked you for financial assistance to support a project. If you can mentally put yourself in the position of the grantor, it is easier to see the rationale behind the questions asked.

1. Need - Why does it need to be done?
   Describe what the problem is, including any planning studies which have been done to establish the need for the project.

2. Objectives - Exactly what are you going to do?
   A sharply focused statement of what you intend to accomplish should be included.

3. Approach - How are you going to do it?
   Describe in detail the process to be followed in meeting the objectives of the project.

4. Cost - What will it cost to do it?
   The budget should be developed after you decide what you are going to do and how you will do it. It should be a realistic assessment of what it will cost to complete the entire project.

5. Staff - Who will do it?
   The qualifications of the staff who will participate in the project should be listed along with the qualifications required for personnel to be hired.

6. Evaluation - How will you know if you have done it?
A plan for evaluation of the project in terms of the project's objectives should be included with the proposal.

Although proposal formats vary from agency to agency and even from program to program within agencies, the questions listed above are the ones which must be addressed in nearly every proposal. Some agencies may require more information, but few will ask for less than the six areas listed above. If you have thought carefully about these six aspects of your project then you will probably have a well-developed idea of what you want to do which will make it much easier to supply any additional information the agency may require in your proposal.

Find Out Who Is Interested

There are three steps to this process. First, consult the various publications which list grantors; second, contact grantors for application forms, guidelines, and deadline dates for application; and third, contact grant program officers to ask any questions you may have about interpreting the information you receive.

A short annotated list of publications you may want to consult is attached to this paper. In the area of federal funds, there are two publications which have become required reading for anyone seeking funds: The Catalog of Federal Domestic Assistance, and the Federal Register. The Catalog lists all the grant programs authorized by Federal legislation. For each of these, it will tell you who administers the funds, what law authorized the program, objectives of the program, kinds of assistance provided, how funds may be used, who is eligible for funds, how to apply, how much money is available, where to locate regulations and guidelines, who to contact for more information, and what other federal programs are related to this program. It is available from the Superintendent of Documents for $17 per year, and no college should be without it. The Federal Register has become required reading also, since it is now the only official source of deadline dates for application and for regulations governing the various grant programs. It is available from the Government Printing Office for $45 per year and should be scanned daily, since many deadlines appear with very short notice.

Once you have clearly identified what you want to do, and have obtained some information from publications about possible sources of funding, you should contact those sources directly.

When you contact the program officer in charge of administering federal funds, you should keep in mind that he is your friend, not your adversary. If you have done your homework about a potential funding source, you will be contacting someone who has the same objectives you have: he wants to spend federal dollars to provide special services to students. You will want to ask him the following kinds of questions:

1. Are there funds available for new projects this year?
2. About how many new grants does he expect will be approved this year?
3. What will probably be their average size?
4. How will they probably be distributed by geographic area and by kind of recipient?
5. Does the project you have in mind appear to be eligible for funding?

You should already know from having done your homework before calling what the program's priorities are and who is eligible, but you will probably still want to ask these five questions to get an idea of what your chances for funding are.

Don't expect the program officer to tell you whether your project will be funded; he may or may not be in a position to tell you, depending on how decisions are made in his agency. In some programs the decisions are really made by advisory or review committees; in some programs their decisions are considerably influenced by the evaluation of the program officer; and in some programs the final decisions are made by the agency.

Answer Their Questions

The purpose of the application forms and guidelines which the program officer will send you is to identify for you what questions must be answered so that the agency can make a decision about whether to make a grant and how much to grant. The forms will in most cases be designed to get answers to the six questions on Need, Objectives, Approach, Cost, Staff, and Evaluation which you have already answered, at least in your mind, before looking for funding. Each agency asks questions in its own way, however. This is because the laws for different programs are different, the objectives are different, and the decision-making processes are different.

When you get the application form and guidelines, try to answer each question as clearly, briefly, and straightforwardly as you can. Don't hire a professional proposal writer, and don't use educational or other kinds of jargon. If you don't understand what information is wanted, call the program officer and ask for clarification. Follow the directions exactly. Readers of grant applications have many applications to read, and they appreciate brief, clear answers to the questions they are asking, in the order they are asking them. If the directions say to send ten 8 1/2 by 11 inch, double-spaced, typewritten pages stapled at the upper right-hand corner, send ten 8 1/2 by 11 inch, double-spaced, typewritten pages stapled at the upper right-hand corner.

There are three kinds of deadlines you should be aware of and be sure to meet: postmark, receipt, and assumption of receipt based on postmark. Not every program has the same kind of deadline, but the Federal Register will tell you exactly what the deadline is and when it is. A postmark deadline means that if the postmark on the envelope you mail has the right date on it, you have met the deadline. A receipt deadline means that the proposal must be received by the agency

by that date, and you must take whatever steps are necessary to make sure it gets there by that time. An assumption of receipt deadline means that if your application is postmarked a specific number of days prior to the receipt deadline, it will be assumed that it was received on the receipt deadline.

Follow Through

It should go without saying that if you are funded, effective implementation and evaluation of your program, providing information to agencies on how their funds were spent, will be critical if you would like to receive additional dollars next year from that agency.

Those of you who have been involved in developing a proposal probably know this even though you may not consciously have thought it out. It's just good common sense. But effective follow-through and evaluation, and the necessary clear definition of objectives which must precede them, are frequently overlooked by proposers for several reasons:

- To many people who have not participated in the process of developing proposals for funding, it all seems like a mysterious process based not so much on what you know as on who you know. Spelling out objectives seems irrelevant to whether you actually get the grant.

- Many of us, myself included, tend to attach ourselves emotionally to an idea (Motherhood is good, never mind spelling out the objectives) and the result can be either that we think the mere conveying of our emotional attachment is sufficient, or we resent having to define what we mean. (You mean you don't know the purpose of motherhood? Are you questioning the purpose of motherhood?).

- The writing of clear objectives seems like a mysterious process: you have to know the difference between output goals and process goals, between goals and objectives, and so on.

- The writing of good objectives and the development of effective techniques for evaluating their success is difficult to do. It requires some straight thinking and some tough decisions.

- The writing of clear objectives may split up your supporters for an idea: when they find out what you are really proposing, maybe they don't like it after all.

- Spelling out objectives and evaluation methods is inherently threatening because it puts your integrity on the line: you're willing to report on the results you get, even if the results don't speak well for you. (You said you were going to sell 50 refrigerators to Eskimos last month: now you're telling me they say they don't need them.)

In spite of these kinds of potential objections or problems, if you wish to persuade someone to help you undertake a needed activity, you must be prepared to tell him plainly what you want to do and how you will both know if you have done it. So how is that done? Again, the best approach is the common sense approach. If you want to define your objectives clearly, you should be able to spell out three things:

1. What it is you will do: e.g., "We will incorporate the teaching of dance into the high school physical education program."

2. What specific resources you will need to do this: e.g., "By hiring a teacher of dance who will work with each physical education class."

3. And what quantifiable measures you can provide to show the scope of the activity: e.g., "For a minimum of two hours each week with each class plus a minimum of one hour a week with each of the seven physical education instructors involved with the program; enrollments in each of the twenty classes in the three high schools will be approximately 20 students per class."

Once you have been able to spell out each of your objectives in this way, you will have the basis for developing your action plan (how you will meet the objectives) and for evaluating your success in meeting those objectives. In the case of the objective just identified, the action plan will show how the schedule will be arranged in order for the teacher of dance to meet with the physical education classes and with the other physical education instructors. The evaluation will identify whether a teacher of dance was hired, whether that teacher did meet once each week for an hour with each of the seven physical education instructors and for two hours each week with each of the twenty classes in the three high schools. If any of these have not happened, the evaluation should show how experience with the program indicated that a different format was more effective and what the results were.

Objectives which are difficult to quantify should not be overlooked simply because it is difficult to attach numbers to them. If your objective is to change attitudes of students toward dance, you should state it: in many cases there can be good attitudinal information that can be acquired through short questionnaires to students.

In those cases where a program is so new that you feel unable to state reasonable objectives without more experience with the program, it is reasonable to state process goals: that is, identify the steps you will take and the times at which you will take them, and suggest that you will attempt to set objectives that identify what the results should be at a later time.

Whether your purpose is to change direction in your own organization or to request assistance from someone else, you will find that the careful definition of objectives and the way in which results will be evaluated will help you clarify in your own mind what you intend to do and why it is worth doing, and it will answer those two key questions that will be of major assistance to you in acquiring and keeping support to help you do it.

ANNOTATED LIST OF PUBLICATIONS

CATALOG OF FEDERAL DOMESTIC ASSISTANCE. Superintendent of Documents. Government Printing Office, Washington, D.C., 20402. Annual document listing federal grant-in-aid resources, with citations to the administering federal agency, the authorizing bases, and details on eligibility. Also indicates where to write for additional information on each program. $17/year.

CHRONCILE OF HIGHER EDUCATION, THE. 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036. 202/667-3344. $20/year-38 issues. A newspaper listing new programs for education supported by federal agencies, plus details on pending legislation. A good source for personnel changes in higher education and for details on upcoming conferences and national meetings.

CCH COLLEGE AND UNIVERSITY REPORTER. Commerce Clearing House, Inc., 4025 W. Peterson Avenue, Chicago, Illinois 60646. $570/year. A set of notebooks updated weekly with information on federal programs for higher education. The notebooks are supplemented by a weekly newsletter particularly useful for following pending legislation and legal matters affecting colleges and universities. These documents are intended as a factual resource and contain relatively little interpretation or analysis. Complete copies of bills are included.

CHANGE, THE MAGAZINE OF HIGHER LEARNING. Box 2450, Boulder, Colorado 80302. $12/year. General university activities.

COMMERCE BUSINESS DAILY. Superintendent of Documents, Government Printing Office, Washington, D.C., 20402. $75/year. A daily newspaper listing all procurement data for the federal government covering "Request for Proposals" and announcements of upcoming research and development awards (including sole source contracts). Prime source for all contracts.

CONGRESSIONAL RECORD. Superintendent of Documents, Government Printing Office, Washington, D.C., 20402. $45/year.

FEDERAL REGISTER. Superintendent of Documents, Government Printing Office, Washington, D.C., 20402. $45/year.

FOUNDATION DIRECTORY. Columbia University Press, 136 South Broadway, Irvington, N.Y., 10533. Formerly published by Russell Sage Foundation. Outdated by the time it is printed, but it is being computerized to update it. Good source of addresses, resources and purposes of American private foundations.

FOUNDATION GRANTS INDEX. Columbia University Press. 136 South Broadway, Irvington, N.Y., 10533. This gives amounts of awards.

FOUNDATION NEWS. Council on Foundation, Inc., 888 Seventh Avenue, New York, N.Y., 10019. Most helpful and useful. All types of insights. Interviews (as with Johnson Foundation). Contains listing by disciplines by different foundations, but not by individual projects.

GRANTS ADMINISTRATION MANUAL. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. A loose-leaf manual issued by the U.S. Department of Health, Education and Welfare listing all major grants policies. Considered an absolute necessity if dealing extensively with the Department of Health, Education and Welfare. Irregularly updated by transmittal notice.

A GUIDE TO FEDERAL FUNDS FOR URBAN PROGRAMS AT COLLEGES AND UNIVERSITIES (1971). American Association of State Colleges and Universities, One Dupont Circle, Washington, D.C., 20036.

HIGHER EDUCATION AND NATIONAL AFFAIRS. American Council on Education, One Dupont Circle, Washington, D.C., 20036. $25/year. Useful generalized newsletter and chronical of higher education: two basic documents. A weekly newsletter containing good insight into new programs trends within the federal government; also excellent reports on legislation, both proposed and enacted.

TAFT INFORMATION SYSTEM. Taft Products, Inc. 1000 Vermont Avenue, N.W. Washington, D.C., 20005. A small school gave it up, but S.C. has just ordered it. A big volume of history grants and foundations. Comes out with an updating newsletter. New education. Put in same category as Appleton-Century-Crofts.

U.S. GOVERNMENT ORGANIZATION MANUAL. Superintendent of Documents, Government Printing Office, Washington, D.C. Administrative breakdown-useful.

WORKSHOP/GRANTSMANSHIP

Dr. Stewart Gingrich

Through the use of overheads Dr. Gingrich discussed the mechanics of grantsmanship and outlined in detail the three phases of a Special Needs proposal.

Characterizing Phase I is fact discovery. This involves the careful study of announcements, determination of eligibility criteria, assessment of institutional and student need, and initiation of preliminary contact work.

Phase II focuses on the establishment of the Advisory Committee, which broadens the base for need, data, and operation. The Committee is the mechanism for generating faculty, administrative, student, and local community support.

Developed in Phase III is the actual writing of the proposal. The proposer organizes the requested data, writes the narrative story, establishes budget, attaches appendices, prepares the three page abstract which serves as the cover sheet.

WORKSHOP/PACKAGING FINANCIAL AID

Michael Penrod

When we are speaking about the "special needs student", we are referring to many different special concerns: all concerns of this student are part of the larger frame of reference -- succeeding in school.

Most of the time, financial aid is an assumed need. The student is designated as a high need student, and the processing occurs. However, if we are going to meet the real and total financial needs of this student, then part of the package should include a linking of extra-campus available services and funds from county and state agencies.

Counseling service and financial aid administrators must work closely together to create a kind of ombudsman position with off campus agencies in order to provide the maximum services which a special needs student requires in order to survive, much less succeed in the school setting.

Often for the 30 year mother on A.D.C., needs include a variety of "fringe type" services such as transportation and babysitting. She may be eligible for educational funding with Vocational Rehabilitation Services; and within your local county, there may be an opportunity for some kind of funding through C.E.T.A. Invariably, this student's biggest problem will be maintaining her car--with the costly repairs that come up. Locally sponsored transporation programs can also be utilized.

We're all aware of the kind of counseling support this student needs. Frequently, however, this student is so greatly hassled by very practical, concrete budgetary constraints that eliminating these concerns in turn eliminates a lot of the emotional stress which the student may be facing.

Some people will argue that the college is not a social service agency. But if we are committed to serving this student we may "in a sense" have to be a kind of a social service "agent"--at least provide an up-to-date, on-going liaison with these service agencies to utilize maximum services for the special needs student, to provide the maximum assurance of his or her success toward an educational goal.

WORKSHOP/PACKAGING FINANCIAL AID FOR SPECIAL NEEDS STUDENTS

Workshop leaders were Gilbert Hill, Michael Penrod, Neil Shriner, and Richard Johnson.

The outline that follows was the basis for part of the presentation.

I. Who are the special need students for whom the financial aid office is packaging financial assistance?

A. Students or student's parents are on social service benefits.

B. Students whose parent or parents are deceased.

C. Students whose parents are low income or unemployed.

D. Students who are unemployed or employed part-time.

E. Students whose spouse has died and further education is necessary to be employed to support the family.

F. Students who have educational deficiencies and can not find employment or have low-wage employment.

G. Students who have physical, mental, or emotional problems and have little or no employment.

H. Students who are retired and desire life enrichment courses.

II. What are the various resources the special need student may seek to assist in meeting college expenses?

A. Family resources

B. Summer earnings by student

C. Part-time employment

D. Social Security

E. Social Service Benefits -- A.D.C. or A.D.C.U.

F. Vocational Rehabilitation

G. Veterans' benefits -- G.I. Bill or P.A. 245.

H. Model Cities Programs

I. C.E.T.A. Comprehensive Education Training Act Program

J. W.I.N. Program for A.D.C. recipients

K. B.E.O.G. Basic Educational Opportunity Grant

L. College Based Financial Aid

1. Supplemental Educational Opportunity Grant
2. National Direct Student Loan
3. Federal College Work-Study
4. College Trustee Scholarships or Grants
5. Special Scholarship or Student Grant Endowments
6. Health Career or Nursing Loans
7. Law Enforcement Education Program

M. State Financial Aid Programs

1. State Competitive Scholarships
2. State Tuition Grants
3. Federal Guaranteed Student Loans

N. Private Organizations or Foundation Scholarships or Grants

O. Special Federal Programs

1. B.I.A. Bureau of Indian Affairs
2. U.M.O.I. United Migrants for Opportunity Inc.

III. What are college financial packaging policies and procedures for special need students?

A. Prior to packaging financial aids, the college financial aid office should develop packaging procedures or guidelines for different categories of students with varying financial needs and with varying abilities to perform academically while working.

B. Highest need student packages should maximize grant and include loan based on the ability of the student to repay the loan, and include part-time work based on the student's ability to maintain satisfactory academic progress while working from a few hours to twenty hours per week.

1. High need-high academic students might assume more work or loan.
2. High need-low academic students should not work as many hours or assume excessive loans which they may have difficulty repaying after leaving college.

C. Partial need student packages may minimize the grant and include more part-time work or loan.

1. Partial need-high academic students may maximize part-time work and loan.
2. Partial need-low ability students may be packaged with more grant and less work and loan.

D. Considerations that enter into financial aid packaging policies and procedures are:

1. Cost of attending of particular college.
2. Financial Aid resources of the college.
3. Availability of part-time work.
4. Category of student--dependent student, single self-supporting student, married student, married student with children, divorced or widowed student with children.
5. Degree of financial need--from high need to low need.
6. Ability of the student both to work and perform well in college.
7. Ability of the student to assume loan obligations.
8. Continued satisfactory academic progress policy for re-enrollment.
9. Adjust packages based upon ability of the student to improve, or if a student performs poorly lowering hours of work and increasing loan or grant.
10. Consider special circumstances of the student in the packaging; however, with written documentation.

IV. What are some of the actual special need packages? The following are examples of special need students and their financial aid packages:

A. Example: Betty is a freshman with a B- high school grade-point-average. Her family income is $7,000 and there are three children in the family. The family is renting and have no assets. The cost of attending the college is $2,800 which includes tuition, fees, books, room, board, personal expenses and travel.

1. Financial Resources are: parents - 0, summer earnings - 400
2. Student need is $2,400
3. Student Package: B.E.O.G. - $1,000; College grant-in-aid $300; N.D.S.L. $300; College Work Study $800 or Part-time job $800.

B. Example: Tom is a sophomore and is a single self-supporting student, which means that he has been completely away from home for two years. He is a C- student with reading problems. He earned and saved $500 during the summer for college. The cost of the college he is attending is $3,800.

1. Financial Resources: parents-0; summer earnings-$500.
2. Student Need is $3,300.
3. Student Package: B.E.O.G. $1400; Tuition Grant $1,200; N.D.S.L. $300; College Work Study (Saturday Job) $400.
4. Student would be provided tutorial services and reading improvement course at the college.

C. Example: Ruth is on A.D.C. and has two children. Social Services provides family maintainance and child care while she is in school. The cost of tuition, fees, books, and transportation at the college is $890.

1. Financial Resources are: Social Services for maintainance and child care.
2. Student need is $890.
3. Student package: B.E.O.G. $912.

D. Example: Bob is married and has four children. He is unemployed and is retraining for a new job. His wife is working and earns $6,000. They have $12,000 equity in their home. The college budget for a married student with three children is $10,300. The family need is $4,300. The college has a financial aid policy that assists the married student as any other student, but there is not sufficient aid to support the family. The college will assist with educational expenses of the student who is married.

1. Financial Resources are: Family income $6,000.
2. Family need is $4,300.
3. Student need for tuition, fees, books, maintainance, transportation for school is $2,190.
4. Student Package: Supplemental Educational Opportunity Grant $1,000; National Direct Student Loan $1,000 or Federally Guaranteed Student Loan $1,000; Part-time work off campus $1,200.

CONCLUDING REMARKS

The following remarks were offered by Betty Brunelle.

I am reacting to the Conference from the vantage point of an individual representing an institution that has no Special Needs Program. (That's probably why Jim Varty asked me to speak--"We have a Special Need at St. Clair County Community College!")

At the onset of the Conference yesterday I was quite discouraged because I felt that, since my institution did not have such a Program, we were not only far behind those of you who do, butthat we were not serving the needs of the disadvantaged and handicapped in our Community. But with help and insight from our excellent speakers and small group presentations I now see that I, and other Department Chairmen from my College, have been attempting to provide services, referrals, assistance, guidance, etc. to those persons in our respective educational programs. What I would like to see develop as a result of the input from this Conference is a program to centralize and vitalize some of our support services to Special Needs People. I already have a few notes to myself labeled "Actions to take at home." You've helped me identify some of the necessary steps and essential components, and I will hope that you would be willing to give us further expert assistance as we proceed in studying program ideas. I liked the phrase used by one of our speakers--"Special Needs Advocate." I would hope that I could fit that description upon my return home.

Throughout the last few days I have taken many notes, and as I looked through these notes I found that I had starred some phrases that had importance for me. They can serve as philosophical basis for action I hope to initiate. Some of these phrases are:

"Equal access to education for all students--a principle without practice."

"The College must have a commitment to deliver these services."

"Programs should be geared to the needs of students not the needs of the institution."

"It is easier not to have Special Needs Progress because:

1. You'll be asked, 'Why not before?' and 'Why not more?'
2. 'You'll make mistakes."

I have been especially impressed with the cooperation and involvement of the Special Needs Programs with community services and agencies.

I thank you for the assistance and inspiration many of you have given to me (and, hopefully to my College) in this Conference.

The following remarks were offered by Dr. Stewart Gingrich.

This two day workshop has brought forth a number of items which can bare some comment. First, let me congratulate the people responsible for the format, content, and operation of the workshop in the persons of Carolyn Wright and Jim Varty--both have done an extremely fine job. Second, each of you should be commended for the emphasis on the kinds of programs, and the kinds of students being served by the state and by the several individual institutions which have become involved. State personnel have long realized the tremendous need to serve students under the criteria they have established--and every indication points to the fact they are meeting their objectives extremely well, as well as, having transferred their obvious enthusiasm to all of us participating as community colleges in the program.

I would like to suggest three possible avenues through which separate community colleges are involved and even further enhance the excellent beginnings that have been made. The first of these is that local directors of special need programs can avail themselves of research efforts and results already in existence. This could be formal or informal--such as this workshop where we are learning what other institutions in the state are doing, how they are doing it, and the results they have obtained--through the process of exchange. The second avenue is to apply research methods of your own making to your own programs. Examples may be student improvement during their stay at your institution; longitudinal follow-up of what occurs to students who participate in your program and have left your institution. There is no single better way to provide for improvement than to ascertain your own efforts through the rigors of reliable research. Third, there should be an evaluation, or an accountability for what you are attempting to do in the light of your own established objectives, goals, and what you intend to accomplish in your own specific programs.

In summary, I have pointed out three facets which can provide an ever-increasing degree of improvement as you continue your programs; available research, new research, and evaluation, accountability, of your efforts for your program.